

THE CLASSICAL WEEKLY

Entered as second-class matter November 18, 1907, at the Post Office, New York, N. Y., under the Act of Congress of March 3, 1879

VOL. III

NEW YORK, OCTOBER 2, 1909

No. 1

At the meeting of the Classical Association of the Atlantic States held in Haverford in April last, Professor Edward Capps of Princeton University was elected President of the Association. Professor Capps was not present at the meeting. After careful consideration, Professor Capps notified the Secretary-Treasurer of the Association that press of work made it impossible for him to accept the Presidency and to discharge its duties in a manner acceptable to himself. He therefore resigned. The President and the Executive Committee, with great regret, accepted the resignation.

By action of the Executive Committee, Professor Mitchell Carroll of George Washington University, Washington, D. C., was elected to fill the vacancy. It is a pleasure to state that Professor Carroll has accepted the office and is entering vigorously upon his duties.

Professor C. Macksey, S. J., of Georgetown University, President of the Washington Classical Club, was elected Vice-President for the District of Columbia. Professor Macksey has, however, been transferred to St. Francis Xavier College in New York City and so has been obliged to resign. This vacancy will be filled some time in October.

Readers of THE CLASSICAL WEEKLY are aware of the agitation that has been going on for some time with a view to bringing about uniform requirements for entrance to college in Latin. The matter has progressed so far that there is a prospect of definite action in the near future. The American Philological Association at its meeting in Toronto in December last authorized the appointment of a committee of fifteen members representing different parts of the country, both college and school teachers, to consider the question. This committee is as follows:

Walter Dennison, University of Michigan,
W. G. Hale, University of Chicago,
M. M. Hart, High School, St. Louis,
J. W. D. Ingersoll, Yale University,
J. C. Kirtland, Phillips Exeter Academy,
Gonzales Lodge, Teachers College, Columbia University,
D. W. Lothman, East High School, Cleveland,
B. W. Mitchell, Central High School, Philadelphia,
C. H. Moore, Harvard University,
F. P. Moulton, High School, Hartford,
J. J. Schlicher, State Normal School, Terre Haute,

R. B. Steele, Vanderbilt University,
D. R. Stuart, Princeton University,
William Tappan, Jefferson School, Baltimore,
A. T. Walker, University of Kansas.

It will be at once evident that, if we are to have a representative and thorough discussion of college entrance requirements, no committee could be better adapted for such a purpose than this, inasmuch as it has behind it the authorization of the most dignified association of classical scholars in the country, while at the same time it represents all shades of opinion and all varieties of experience.

The importance of the question itself is not to be overestimated. We teachers of Latin are confronted with the fact that a large number of people who have been trained in Latin are convinced that their work in it was practically useless. A still larger number fail to discover any advantages to be gained from it. The students themselves are the subject of the severest criticism on the part of the examiners. High School teachers complain that not only are the present requirements, while essentially uniform, marred by vexatious details insisted upon by various colleges, but that they themselves are not all convinced of the complete wisdom of the requirements. The public is clamoring for increased expenditure for scientific subjects, which involves a decreased expenditure for such things as Latin. Greek has practically disappeared from the high school; many high school principals say that Latin will do the same in a few years.

Our methods of instruction at the present time are practically the same as they have been for centuries. New branches of learning have come up with correspondingly new methods. Mathematics and history have developed amazingly in the method of presentation. In Classics we still ask the boy to get out the translation of a certain number of lines by means of a pony. We go through the form of drilling him in syntax and the knowledge of inflections but we admit him to college without any knowledge of these things. We continually say that such knowledge is essential; we continually prove by our practice that we do not so regard it. Sober thinkers believe that the discipline of classical study is invaluable for the young. Our age is one that scorns discipline and is especially opposed to discipline whose effects are not more evident.

This committee, therefore, is confronted with the problem of arranging the course of study in the schools so that it will insure (1) good linguistic drill—the discipline that is so essential; (2) a ready knowledge, that can be demonstrated, of a certain range of Latin, usually denominated 'ordinary Latin'. If it can provide the means to insure these ends it will deserve the utmost gratitude, not merely of teachers of Latin but of the community in general, but over-conservatism and regard for the past ought to be as much deprecated as overzealous enthusiasm for the untried or unproven. It is undoubtedly true that some change must be made in our aims and methods of teaching if the subject to which we have devoted our lives is not ultimately to lose its hold. It will be a calamity, therefore, if the committee does not record substantial progress, but from its personnel I have no reason to anticipate any such result.

It is expected that the preliminary meeting will be held in mid-autumn and that a report will be made at the meeting of the Philological Association in Baltimore during the Christmas vacation. G. L.

THE SCANSION OF VERGIL AND THE SCHOOLS

Do our preparatory schools do their duty by their pupils in the matter of the metrical form of Vergil? In an attempt to answer this question I shall set out some facts derived from a careful reading of the answer books turned in at a recent examination at Barnard College.

Of the total array of papers presented at the time named I have picked out those of the seventeen candidates that passed, with marks ranging from sixty to eighty. Taken by itself, this is, to be sure, a very small number on which to base generalizations. My memory, however, is surcharged with recollections of similar papers. It may be urged also that the marks obtained by the candidates from whose books I shall quote presently are not very high. True; but one reason why the marks were not higher is the very fact that the work in scansion was bad.

These seventeen students were required (1) to indicate the scansion of three verses, and (2) to give the rules for the quantity of the final syllables.

The verses were Aeneid 1. 387-389:

quisquis es, haud credo invisus caelestibus auras
vitalis carpis, Tyriam qui adveneris urbem.

Pergo modo atque hinc te reginae ad limina perfer.

These verses certainly present no great difficulties. There are in all five cases of elision, one in the first verse, one in the second, and three in the last; the only other thing that calls for notice is the word *es* in 387.

Of the seventeen students three scanned all three verses correctly; of these three students one got a bare passing mark of sixty on the examination as a

whole. I append the vagaries of the other candidates, beginning with those who received a rating of eighty and going on down to those who received but sixty.

One student read:

quisquis es | haud credo | invi | sus cae | lestibus | auras.

We can lay our fingers at once on the trouble; this student had never been made to pronounce aright the Latin word for 'I believe'. Further, she made no elision in the verse.

The second verse she marked as follows:

Vitalis | carpis | Tyri | am qui ad | veneris | urbem.

The third verse she marked:

Perge mo | do atque hinc te | reginae ad | limina perfer,

giving, so far as I can make out, but five feet to the verse. Throughout she resolutely refused to elide. Yet on the rest of her paper she received eighty points out of a possible eighty-five.

Another student, whose rating was seventy-nine, marked thus:

quisquis | es haud | credo in | visus cae | lestibus | auras.

(The other two verses were correctly given). Note the extraordinary character of her ignorance. The rule for 'position' is disregarded and a diphthong is reckoned as short.

Another student, whose rating was seventy-five, scanned the first two verses correctly, then perpetrated the following iniquity on verse three:

Perge mo | do atque hinc | te regi | nae ad | limina | perfer.

She had evidently never been taught to say *regina*.

Another wrote:

perge | mo do atque | hinc te re | ginae ad | limina | perfer.

This student was, no doubt, in the habit of saying *perge* (*rege*, *duce*, etc.), and *modo*.

Another student scanned *te regi | nae ad* | and then set forth this "rule": "All final syllables should be long except when they are short by nature."

This scansion of *te regi | nae ad*, involving the misjudging of the quantity of two syllables of *regina* and a disregard of elision, showed itself in eight papers out of the seventeen!

One student produced these results:

quisquis es | haud cre | do invi | sus cae | lestibus | auras

vita | lis carpis | Tyriam | qui ad | veneris | urbem

Perge mo | do atque hinc | te regi | nae ad | limina perfer.

This student disregarded elision in every case but one.

In the next paper we get:

quisquis | es haud | credo in | visus cae | lestibus |
auras
and

Perge mo | do atque hinc | te regi|nae ad | limina
perfer.

The next paper shows two verses scanned correctly but the third spoiled by the taking of *te regi* as a foot.

Next comes this:

quisquis | es haud | credo invi|sus cae | lestibus |
auras.

vita | lis carpis | Tyri | am qui ad | veneris | urbem
Perge mo | do atque hinc | te regi|nae ad | limina |
perfer.

Another gave:

quisquis es | haud cre|do in|visus cae | lestibus |
auras.

And yet another showed:

quisquis | es haud | credo invi|sus cae | lestibus |
auras

Our seventeen students may be said to have had before them a total of fifty-one verses to scan; far more than half of these were incorrectly given.

Certain facts stand out prominently. Every one of the seventeen students, good, bad or indifferent, gave the fifth and sixth feet rightly. The errors in scansion in the other four feet came, it happened on this occasion, chiefly from two sources: first, the disregard of elision, secondly, from an erroneous idea of the pronunciation of certain very familiar words, e. g. *credo*, *invisus*, *regina*, which they ought to have heard pronounced with right quantity times innumerable by their teachers and which they should themselves have pronounced correctly many times (at least in the cases of *credo* and *regina*) before they presented themselves for this examination.

Let us look now at the "rules" for the quantity of final syllables given by these students.

"A vowel before two consonants is long." An absurd statement, certainly, but we cannot blame this student so long as grammars and beginners' books alike persist in speaking of both vowels and syllables as long (see below on this point). Listen to this wisdom: "*sus* in *invisus* is short because the vowel *u* is long. Final *u* is usually long." This same student said: "Final *a* is long but is short in the acc. plu. neut. of the 3rd decl." Another said: "Final *e* is short except in the imperative of verbs" (yet otherwise this student's answers about quantity were more than ordinarily sane). Another said: "*es* is short because followed by vowels." This same student explained that the *a* in *vitalis* is long by increment ("from *vitas*", she added). One student's whole product ran as follows: "*auras*: the *as* is long by declension. *urbem*: the *em* is short by declension. *perfer*: the *fer* is long by conjuga-

tion." Another student wrote this: "*cre, vi, as, ta, car, qu* (she marked *qui ad* as a foot), *ad, hinc, fer*, are all long because they are just before single or double consonants". Another declared that *is* in *vitalis* is long as the "beginning of a foot (new)"; she declared also that final *is* is always long, that final *e* is always short, etc. Another declared that the second *quis* in *quisquis* is "short monosyllable by exception", that "final *is* is long by nature", and that "*perfer* has the final *e* short". Another explained that the *e* in *credo* is long, because it is followed by another vowel, by contraction with which it becomes long. She makes the same remark concerning *atque* in line three.

Our examination of these answers has made it plain, I think, that (a) the candidates who present themselves for admission to college in Latin are singularly unintelligent, or that (b) they do not receive adequate training in metrical matters, or that (c) the methods employed in the presentation to them of metrical matters are inadequate or wholly wrong.¹

I am aware that it is infinitely easier to point out a disease than it is to suggest a remedy; it is harder still to suggest a remedy that will be in all respects agreeable to the patient or that will commend itself to other physicians. Difficult as the attempt is, I must make it.

The student's training in metrical matters should begin with the very hour of his introduction to Latin studies. What do I mean by this statement? I mean that I accept in toto the doctrines laid down by my colleague Professor McCrea, in his address before the New York Latin Club, in February, 1904 (see the Latin Leaflet, Numbers 93, 94). I quote:

(The college requires that the incoming student shall) know with a knowledge which cannot possibly be too intimate, which, in the case of all those susceptible to such training, should be made a sense rather than mere knowledge, the forms, meanings and uses of Latin words. Every single step in the study of literature is conditioned by exact knowledge of this sort; in fact, the study of literature cannot even be begun until a very considerable supply of it has been accumulated and made familiar. "With this intimate and ready knowledge of the forms, meanings and uses of words, everything becomes possible that the intellectual calibre of the student will admit of; without it, nothing is possible, even if, in other ways, he be a prodigy of learning."

Professor McCrea, in explaining and elaborating

¹ We have been dealing throughout, let us remember, with papers presented by women. I presume that no exception will be taken to the statement that in all probability these 17 young women possessed a better ear for music and rhythm than could be claimed for a corresponding number of men and that they probably possessed more training in matters musical. Yet mark the strange results of their efforts to indicate the feet (bars) in three verses of Vergil. Furthermore, the giving of the rules of quantity of final syllables is a matter of memory and memory alone; it does not call for the exercise of reason or judgment, at least in any marked degree. Are we to believe that these 17 young women come short of their sisters in ability to memorize? In a word, can we escape the conclusion that the responsibility for their lamentable shortcomings lies in large part with their teachers, or shall we be more charitable and say with the system under which those teachers are doing their work?

his position, argued that at the end of a four year course in school the pupil should have absolutely at command a total of 2,200 Latin words. When he said that the pupil should have Latin words at command, he meant that the student should be able to employ those words in two mutually complimentary ways: (1) that he should be able to recognize at sight (or at sound) a given Latin word in a Latin passage and give instantly its meaning; (2) that he should be able to employ at once every word in this list of 2,200 in translation from English into Latin, both orally and in written exercises. As I said above, I subscribe without reserve to these doctrines; I am persuaded that if they were adopted and properly applied many of the defects of our classical training of to-day would be at once removed. One great defect in that training, at least in the elementary stages, is lack of definiteness. Professor Johnston, of the University of Indiana, put this point well in a paper on The Teaching of Second Year Latin. Part of his paper will bear quoting here:

Some time ago I stood at the door by which a crowd of second year students was entering a high school and at my request the principal stopped about a score of bright-looking boys and girls long enough to put two questions to each of them. The first was: 'Do you know your algebra lesson this morning?' The answer in every case was a decided 'Yes, sir' or 'No, sir'. The second question was: 'Do you know your Latin lesson this morning?' We did not get a ringing 'Yes, sir' from a single pupil; even the best of the lot, those who made creditable records in their Caesar, when they recited a few moments later, ventured nothing more decided than 'I hope so' or 'I think so'. The algebra lesson was a fixed and definite thing. Every pupil knew before he entered the recitation room just about what questions would be asked, and he knew, of course, whether or not he could answer them. No boy could guess what he was to be asked in his Latin class, and his preparation was, therefore, vague and necessarily unsatisfactory to him.

Professor McCrea's suggestions for the preparatory work give to that work from beginning to end a definite objective point and a correspondingly definite character.

Mastery of Latin words, then, in their forms and their meanings, singly and in combination, is the great object toward which the efforts of teacher and pupil should from the outset be directed. That mastery of words involves much. The pupil cannot master words in combination without acquiring at the same time a very practical knowledge of syntax. The mastery of words, of course, involves the mastery of their pronunciation, and pronunciation involves quantity. We thus come out at the point whence I started, that the student's training in metrical matters should begin with the very hour of his introduction to Latin studies. The pronunciation of a word is a vital part of the word; that pronunciation should be learned at the very outset and learned correctly. All correct and profitable oral use of Latin

words is dependent on a right knowledge of the pronunciation of those words, precisely as a knowledge of pronunciation grows by the right pronunciation of words. If from the very hour of his acquaintance with Latin words the pupil is made to pronounce them correctly, by the time he is brought face to face with Latin meters, the difficulties which now beset him under our present chaotic system of teaching will prove to be largely, if not wholly, non-existent. I cannot dwell longer now on this matter of pronunciation; I have done so at length elsewhere. Only one or two remarks more will I make now. Hidden quantities, so called, may be wholly disregarded; they have little or no bearing on metrical matters, at least for the high school pupil. Correct pronunciation will of itself make the student learn the rules of quantity, exactly as conversely systematic instruction from the outset in the more important rules of quantity will facilitate right pronunciation. The student who is made to decline *civis* or *omnis* aright, by giving not only the correct forms orthographically considered, but the correct pronunciation of the final syllable in the genitive singular and the accusative plural, will have no difficulty in stating intelligently and intelligibly the rule for final syllables ending in *is*. It may be remarked that I am dealing in this paper with the pupil who has four years in which to learn certain things before admission to college. The person who, after being subjected for years to erroneous training or to no training at all in this matter of pronunciation, seeks then to acquire a correct pronunciation finds the task extremely difficult (but not impossible); on the other hand, the pupil taken in his plastic period and trained from first to last only by teachers who can and do pronounce Latin correctly (there *are* such teachers, *pace* Professor Bennett), will find the task far simpler. "Line upon line, precept upon precept" applies here as it does in other things.

But let us suppose that the teacher of Vergil finds in his class a large majority of students who have not been taught to pronounce with care. How is he to approach the problem of making such pupils scan Vergil? He has before him two tasks: (1) he must teach his students to indicate the constituent elements of the verse (the 'feet') rightly, and (2) to justify his marking; in other words, to give on demand the rules of quantity. Time and practice are the conditions of knowledge here as everywhere else. Time must be found, somehow, some in the course for drill in metrical matters. That drill may take either one or two forms; preferably both should be employed. (1) There may be oral practice in the reading of hexameters. For those who have an ear for music this method is extremely useful. But it has a defect also and a danger, in that unless the ear of the pupil is well attuned to music, and unless the oral reading is supplemented by much practice

in actual marking of the constituent elements of the verse, the pupil is apt to get merely the beginning and the end of the verse right (the coincidence of ictus and word accent in the last two feet helps greatly there to keep him from going astray), he is apt to do strange things with the middle portions of the verses. (2) Oral practice in the reading of hexameters should, therefore, be supplemented by constant written work. After reading an array of papers presented by candidates for admission to college one is strongly inclined to suspect that that examination is the very first time in the pupil's life in which he has attempted to indicate in writing the composition of a hexameter verse. If this suspicion is in any sense well-founded, we have put our fingers on a matter which needs correction and at once. In a paper on the Teaching of Vergil in the High School Professor Johnston went so far as to hold that the pupil should never attempt to read the hexameter aloud, but that he should be required to indicate in writing the scansion of hundreds of verses. I cannot agree with this position in toto, but if either of the two possible methods, oral reading or written analysis, is to be employed to the exclusion of the other, I should prefer Professor Johnston's plan.

CHARLES KNAPP.

REVIEWS

The Progress of Hellenism in Alexander's Empire.

By John Pentland Mahaffy. Chicago: The University of Chicago Press (1905). Pp. VI + 154.

Through Alexander's conquests and the new Greek cities that he and the Diadochi planted, the language and culture of the Greeks were spread over Egypt and Western Asia. When Greek thus became the common language of the East, the interchange of ideas was easier, men's sympathies were widened, and national barriers were in part broken down. From this mingling of Hellenes and Orientals resulted a form of culture less pure but far more widespread than that of Greece in the days of her independence and comparative isolation. Droysen called it "Hellenism". It must not, however, be assumed that no traces of Hellenism are found before Alexander's time. In the first of the six lectures that make up this volume Mahaffy deals with Xenophon as the "Precursor of Hellenism", and dates its origin from the time when Athens lost her political and literary supremacy in Greece. The varied experiences of his life and his contact with the outer world gave Xenophon broader and more cosmopolitan views than his contemporaries. He believed in the planting of colonies and the expansion of the Greek race. In his *Cyropaedia* and *Oeconomicus* Mahaffy thinks that he dimly foreshadowed the conquest of the East by an absolute monarch with the capacity to rule. Hence,

"in the main features of his life and teaching Xenophon represents the first step in the transition from Hellenedom to Hellenism".

The next three lectures are concerned with the progress of Hellenism in Macedonia and Greece, Egypt, and Syria. To accomplish his purposes Alexander availed himself of the Macedonians' skill in war and the culture of the Greeks, the one to conquer the world, the other to unify it after it was conquered. Under the Antigonids Macedonia did a great service to the world in standing as a barrier against the invading hordes of northern barbarians to protect the culture and refinement of Greece from certain destruction.

To Alexandria with its Library and Museum the world owes much: the Septuagint, the development of pure mathematics and mechanics, Neo-Platonism, and the rich Alexandrian literature, notably the idylls of Theocritus and the love-story, the literary original of the novel. This literary and scientific activity was fostered by the first and second Ptolemies in their effort to make Alexandria the rival of Athens, but the rest of Egypt was never Hellenized. There was no union of the Greek and the Egyptian civilizations, and no amalgamation of the races. Egyptian society remained separate and distinct, and a national reaction beginning under the third Ptolemy resulted in resistance and open insurrection against the oppression of the fourth and fifth; and in the end "it was the Ptolemies who became Egyptian, not the Egyptians who became Hellenistic".

The vast conglomerate of dissimilar races called Syria included Syria proper, Coele-Syria, Palestine, most of Asia Minor, Mesopotamia, Persia, and Media. Syria proper, with Antioch the capital of the Empire, became the peculiar home of Hellenism, which was more deeply rooted here and lasted longer than in Alexandria, but unfortunately the works of no native writer have survived, and earthquakes have ruined Antioch and hidden it from sight. Coele-Syria and northern Palestine also were extensively Hellenized. Pergamum, the capital of a separate kingdom, was the center of civilization and art for Asia Minor. It was a regular Greek city in its form of government, and had a library and school of Homeric critics. It contributed greatly to the welfare of Hellenism by repelling the invading Gauls and then celebrating these victories by great works of art which formed a new school of sculpture.

In the fifth lecture, General Reflections on Hellenism, Mahaffy discusses the preservation of the masterpieces of Greek literature by means of the Library at Alexandria and their circulation through the extensive trade in books, the critical study of the old literature and the production of new works that had more influence on Roman writers and through them on European literature than all that went before. It was not therefore a period of decline—

this came later in imperial times—but a period of the broadening out and diffusion of culture. Neither was it a time of decline in art; witness the Sarcophagus of Sidon, the Victory of Samothrace, the Venus of Melos, and the Corinthian style of architecture.

The Jews of Palestine, which was on the highway between Egypt and Syria, were deeply influenced by the Hellenism of these two countries, by the Greek cities in their own midst, and by the Hellenistic party in Jerusalem itself. Christ's public teaching was mainly in Greek, and afterward Greek was the exclusive vehicle for the propagation of the gospel. Mahaffy maintains that the learning of the Greek language implied mental training, and that the Hellenistic world was more cultivated than men ever have been since, especially in methods of rational argumentation, and he cites in proof the subtle arguments and close reasoning of St. Paul's epistles, which were addressed not to the intellectual but usually to the middle and lower classes. Furthermore, the simplicity and reasonableness of the New Testament narratives, and the conception of the Logos, viz. Divine Reason incarnate in Christ, are also due to contact with Greek culture. Saul of Tarsus, the seat of a famous school of Stoic philosophy, was imbued with the spirit and doctrines of Stoicism, and, in consequence, his language and thought, unlike that of the gospels, are often Stoic. These are some of the Hellenistic Influences on Christianity that are pointed out in the last lecture.

These six lectures were delivered at the University of Chicago in the summer of 1904 by the well-known author of *Greek Life and Thought from the Death of Alexander to the Roman Conquest* (2nd ed., 1896), which covers the same period. It would be easy to criticise his grammar, vocabulary, and style, and the dearth of references to modern works other than his own, but it is more to the point to call in question his overestimate of Xenophon, his view that the penance and vigils of the Purgatory of St. Patrick in Donegal, Ireland, were suggested by the Eleusinian mysteries, and his effort to trace historically many fundamental doctrines of Protestantism from prechristian Stoicism in Cilicia through Emperor Leo and John Huss. These criticisms, however, sink into insignificance in comparison with the worth of this interesting book that comes from so eminent an authority on Hellenism as Professor Mahaffy, who devoted more than twenty years to the study of this epoch.

CHARLES W. PEPPLER.

EMORY COLLEGE, Oxford, Ga.

Monuments of Christian Rome. By Arthur L. Frothingham. New York: The Macmillan Company (1908). Pp. 412. \$2.25 net.

This book belongs to the Macmillan Series of Handbooks on Archaeology and Antiquities edited

by Professors Percy Gardner and Francis W. Kelsey. It is what it professes to be—a handbook, and gives an adequate sketch of the Art of Christian Rome from Constantine to the Renaissance. The author promises "before long" a history of mediaeval art in Rome on a large scale, and this, taken in connection with Dr. Wilpert's expected work on mediaeval painting, should give ample material to scholars for intelligent study.

The author is especially well qualified to write on his subject. He spent seventeen years of his youth in Rome, and has returned many times since, being Associate Director of the American School of Classical Studies in its early history.

Although his field is confined to Rome and the Roman province, his book may be regarded as a supplement to the admirable handbook in the same series by the Reverend Walter Lowrie on *Monuments of the Christian Church*, which begins with origins of Christian Archaeological remains, and carries them down through the sixth and seventh centuries. The books overlap by several centuries, since Dr. Frothingham's begins with Constantine. He thus escapes the problem of the Christian basilica, and begins with the materials to hand, the Constantinian basilica.

After a few pages of prologue in which some pertinent remarks are made on the importance of Rome as an art center, and a few perplexing problems are presented, the book is divided into two parts. Part I (pp. 15-151) is an Historical Sketch, in which so much of political and ecclesiastical history is narrated chronologically as will furnish a suitable setting for the various works of architecture undertaken during the period, and the different artistic movements.

Part II (pp. 155-384) is a Classification of the Monuments, in which the classes of monuments are treated separately, with the historic changes and developments in each. There are chapters on the Basilicas, Campanili, Cloisters, Civil and Military Architecture, Sculpture, Painting (i. e. frescoes and mosaics), also interesting chapters upon Roman Artists, Art in the Roman Province, and the Artistic Influence of Rome. An excellent feature is an Index List of Roman Churches with a sketch of each.

Dr. Frothingham shows himself to be a conservative, and in favor of Rome. He is willing enough to admit Carolingian influence (though but little to the Lombards), and Byzantine workmanship, wherever history so requires, but he is firm for the persistence and triumph of the Roman School. Finally, after discussing such artists as the Cosmati and Vassallettus of the Lateran Cloisters, and claiming Arnolfo for Rome, he questions whether the Roman Pietro Cavallini, instead of Cimabue, is not to be regarded as the master of Giotto.

It is to be noted that the author regards the

Wooden Doors of S. Sabina (5th century) as containing the oldest representation of the Crucifixion in Art. The porphyry sarcophagus of Helena, the mother of Constantine, is held to be of artistic ability requiring an earlier date. The bronze statue of S. Peter in his Basilica is affirmed to be a work of the fifth century, and not of the thirteenth, the chief argument in support of this being that we have abundant literary evidence of numerous statues in metals in the fifth century, and that as old moulds were handed down from classic days they could be used without the application of much intelligence, and in an age when sculpture had utterly deteriorated.

The author finds the earliest traces of feudalism in Rome, and claiming for Rome the true source of inspiration throughout the Middle Ages he maintains this as especially true in Art, as illustrated for instance in England in Westminster Abbey.

CLARK D. LAMBERTON.

UNIVERSITY OF PENNSYLVANIA.

Seneca: Three Tragedies: Hercules Furens, Troades, Medea; with an introduction and notes by Hugh Macmaster Kingery, Ph.D., Professor in Wabash College. New York: The Macmillan Company (1908). 12 mo. Pp. 310.

In this little volume we have the first genuine attempt to present in text-book form for use in college classes the Tragedies of Seneca. Scores of text editions with commentaries have been issued, long since out of print, many of them still available but not in sufficient numbers to suffice for class use; and several modern editions of the text alone, of which that of Leo is the best, are at hand. But something was still to be desired by those who wished to offer a short course in the Tragedies; and this little volume will be cordially welcomed by these.

Its introduction discusses briefly those various general subjects which naturally demand attention as one approaches this body of literature. The notes are on the whole excellent, not too full, but full enough to save the student unnecessary loss of time in hunting up the numerous hidden mythological allusions in which the Tragedies abound and which make the chief difficulty in the understanding of the plays, and in puzzling over those passages which furnish real syntactic or other difficulties of interpretation. The notes are for the most part excellent and sound; but I find myself in disagreement with the author as to his interpretation of many passages in these three plays, the decision as to some of which might indeed be claimed to be an open question; in other cases, however, I must take direct issue with Mr. Kingery. The meaning, for example, of Troades 233-236 obviously is: "Though I should say nought of his other services, would not Hector's death alone have been enough? [In him] my father con-

quered Troy; [but] you have [only] plundered it". Kingery's insertion of "yet" and "all" give a twist of meaning which the passage does not bear. In Troades 630, while it is barely possible that *tenetur* refers to Andromache in the sense of "she is caught", the passage is far stronger if the first half of this line be considered, not as an aside, but as the loud spoken words of Ulysses for the purpose of trapping the unhappy mother: "'Tis well! He's caught! Then bring him here in haste!" Again, the note on Troades 742 entirely misses the point of the passage in the rendering "We Trojans do not yield while we have any strength left to harm our foes". The obvious meaning of the passage is, rather: "We Trojans lie [o'erthrown] in no such way that we can be object of fear to any one", i. e., "We are so utterly overthrown that we cannot possibly cause further fear". The proposed interpretation of Troades 925 loses the fine effect evidently intended by the tragedian. Helen's tears flow not at thought of her own troubles, but at the unhappy fate which she knows is hanging over Polyxena.

While the occurrence of such apparent misinterpretations as these forces the teacher to maintain a somewhat challenging attitude in the use of this work, still any adverse criticism that can be offered should not obscure its undoubted excellence, or lessen the cordiality of the welcome which is its due from students of the Tragedies of Seneca.

F. J. MILLER.

THE UNIVERSITY OF CHICAGO.

CORRESPONDENCE

The Greek Club of Essex County will begin its fifth year on Monday evening, October 11th, at eight o'clock, in the rooms of the New England Society, Orange, New Jersey.

The works to be read this year will be Theocritus's Idylls, the first two being assigned to that evening, and two plays of Aristophanes.

Persons desiring to join this Club will kindly write to Rev. Dr. James F. Riggs, Halsted Street, East Orange, N. J. W. O. W.

The note in THE CLASSICAL WEEKLY 2. 183 by Mr. Harwood Hoadley contains a number of misstatements to which I beg leave to refer. Senator Root did teach Greek in Rome Academy in 1864-1865. Vice-President Sherman, however, was never his pupil either in Rome Academy or anywhere else. Mr. Sherman prepared for Hamilton College partly at the old Whitestown Seminary and partly in Utica Academy, but was never a pupil in Rome Academy. He met Senator Root and Rev. Dr. James H. Hoadley only after he became a student in Hamilton College.

GEORGE A. WILLIAMS

KALAMAZOO COLLEGE, Mich.

The CLASSICAL WEEKLY

THE CLASSICAL WEEKLY is published by the Classical Association of the Atlantic States. It is issued weekly, on Saturdays, from October to May inclusive, except in weeks in which there is a legal or school holiday, at Teachers College, 535 West 120th Street, New York City.

The dates of issue of Volume III will be as follows: in 1909, October 2, 9, 16, 23, 30; November 13, 20; December 4, 11, 18; in 1910, January 9, 16, 23, 30; February 6, 13, 20; March 6, 13, 20; April 3, 10, 17, 24; May 1, 8, 15, 22, 29.

All persons within the territory of the Association who are interested in the literature, the life and the art of ancient Greece and ancient Rome, whether actually engaged in teaching the Classics or not, are eligible to membership in the Association. Application for membership may be made to the Secretary-Treasurer, Charles Knapp, Barnard College, New York. The annual dues (which cover also the subscription to THE CLASSICAL WEEKLY), are two dollars. Within the territory covered by the Association (New York, New Jersey, Pennsylvania, Delaware, Maryland, District of Columbia, Virginia) subscription is possible to individuals only through membership. To institutions in this territory the subscription price is one dollar per year.

To persons and institutions outside the territory of the Association the subscription price of THE CLASSICAL WEEKLY is one dollar per year.

THE CLASSICAL WEEKLY is conducted by the following board of editors:

Editor-in-Chief

GONZALEZ LODGE, Teachers College, Columbia University

Associate Editors

CHARLES KNAPP, Barnard College, Columbia University

ERNEST RIESS, Boys' High School, Brooklyn

HARRY L. WILSON, Johns Hopkins University

Business Manager

CHARLES KNAPP, Barnard College, New York City

Communications, articles, reviews, queries, etc., should be sent to the editor-in-chief. Inquiries concerning subscriptions and advertising, back numbers or extra numbers, notices of change of address, etc., should be sent to the business manager.

The Classical Weekly

Subscribers to Volumes I and II of THE CLASSICAL WEEKLY (or either volume separately), who desire to secure back numbers of these volumes, to fill out their files, may write to the Business Manager, enclosing a one-cent stamp for each number desired.

Complete sets of Volumes I and II may be secured at one dollar per volume.

Address

CHARLES KNAPP,
Barnard College,
New York City

Just Published FOWLER & WHEELER'S HANDBOOK OF GREEK ARCHAEOLOGY \$2.00

Presents the essential facts of the subject, treating the latest phases. Carefully selected illustrations, 412 in number accompany full discussions of Prehistoric Art, Sculpture, Terra Cottas, Bronzes, Gold and Silver Work, Coins, Gems, Vases, Painting and Mosaic. A short but authoritative manual.

AMERICAN BOOK COMPANY

NEW YORK CINCINNATI CHICAGO BOSTON

YOU SHOULD USE ALLEN & GREENOUGH'S NEW LATIN GRAMMAR

Because teachers, educators, and pupils all over the country emphatically pronounce it the

**MOST SERVICEABLE
MOST COMPREHENSIBLE
MOST RESOURCEFUL
MOST ADAPTABLE**

Latin Grammar in use today.

A pamphlet containing a representative list of the many schools and colleges that are using Allen & Greenough's Grammar, together with some of the letters we have received endorsing it, will be sent postpaid to any address.

GINN & COMPANY : PUBLISHERS
70 FIFTH AVENUE : : : NEW YORK

LATIN FOR SECONDARY SCHOOLS

Moulton's Introductory Latin	\$1.00
A beginner's book leading directly to Caesar.	
Towle and Jenks' Caesar—Four Books	1.00
" " " " Seven Books	1.25
Bavay's Writing Latin—Book I	.50
" " " " Book II	.75
Tunstall's Cicero—Six Orations	1.00
" " " " Eleven Orations	1.25

D. C. HEATH & CO.

BOSTON NEW YORK CHICAGO

HIGH SCHOOL COURSE IN LATIN COMPOSITION

By CHARLES MCCOY BAKER, Horace Mann School, Teachers College, and ALEXANDER JAMES INGLIS, Horace Mann School, Teachers College. 12mo. Cloth. xiii + 463 pages. \$1.00 net.

This book consists of three parts arranged for practice in writing Latin during the last three years of school, and, in addition, a summary of the Elements of Syntax for reference.

THE MACMILLAN COMPANY
64-66 FIFTH AVENUE, NEW YORK

The Students' Series of Latin Classics

59 Books Out and Under Way

LIST SENT ON APPLICATION

BENJ. H. SANBORN & CO.

156 Fifth Ave., New York